STATE OF MICHIGAN

COMPETENCIES
AND RATING SCALES
FOR GROUP 4 AND
THE SENIOR EXECUTIVE SERVICE

ADAPTABILITY

Maintaining effectiveness when experiencing major changes in personal work tasks or the work environment; adjusting effectively to work within new work structures, processes, requirements or cultures.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Often resistant to changes; defends and continues to rely upon existing/status quo approaches and procedures. ▪ Does not adapt behavior in response to current situational needs. ▪ Does not adjust to new work processes and task requirements.	▪ Effectively adjusts behavior in response to changing work environments and work processes ▪ Works well within an ambiguous situation. ▪ Adapts ideas and actions based on input from others. ▪ Adjusts personal working style and incorporates process improvements to meet the needs of the situation, individual, department, or agency.	▪ Excels in an environment of frequently changing work structures and processes. ▪ Identifies opportunities and attains a high level of performance or achievement within a newly changed situation or environment. ▪ Anticipates work changes and immediately adapts to the new situations and work requirements.

ALIGNING PERFORMANCE FOR SUCCESS

Focusing and guiding others in accomplishing work objectives.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Criticizes work approach or work efforts without providing information or tools to assist in completing the work successfully. ▪ Occasionally avoids or ignores the developmental concerns of selected employees in project assignment and training opportunities. ▪ Does not acknowledge or provide feedback on project success. ▪ Does not develop goals with employees, provide performance feedback and/or conduct performance evaluations of employees on a timely basis.	▪ Outlines preferred approaches, outcomes/ objectives and performance expectations with individual staff members. ▪ Ensures that appropriate feedback, recognition and rewards for achievement are provided for effective staff performance and professional growth. ▪ Collaboratively establishes developmental plans for employees to attain requisite knowledge and skills for job success. ▪ Provides periodic evaluation, tracking, individual discussions and acknowledgement regarding each employee's performance relative to expectations and objectives. ▪ Rewards others for accomplishing performance goals; takes corrective action with individuals who perform poorly. ▪ Provides information necessary for others to accomplish their work effectively; works to eliminate obstacles or barriers to success which are brought to attention by the employee. ▪ Develops goals with employees, provides performance feedback and conducts performance evaluations of employees on a timely basis.	▪ Constantly seeks ways to enable employees at all positions and skill levels to utilize unique skills and interests, attain optimal success within assigned functions, and understand higher level job requirements and opportunities. ▪ Demonstrates strong performance orientation; promotes employees based on performance; sets high performance expectations for staff. ▪ Devotes regular attention to developmental needs of marginal employees resulting in measurable pattern of higher level performance, project success, or redeployment. ▪ Measurable track record of project/ departmental successes with contributing employees promoted into higher level positions within own and other agencies. ▪ Internally acknowledged and recognized by managers, peers, and direct reports for the identification and development of strong performers. ▪ Proactively and supportively guides subordinates actions to assist their personal and career development.

BUILDING PARTNERSHIPS

Identifying opportunities and taking action to build strategic relationships between one's area and other areas, teams, departments, units, or organizations to help achieve business goals.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
- Does not go outside of the work unit or organization in doing work unless it is necessary. - Considers or explores partnership opportunities only when proposed from outside organizations. - Does not take action to establish relationships outside of the organization; does not respond to opportunities to develop outside relationships. - Does not give staff time and resources to establish and build relationships across the organization and with external organizations.	- Participates or assists in the initiation of mutually beneficial partnerships. - Explores and evaluates prospective partnership opportunities, including impact upon ancillary functions, which may benefit the respective organizations. - Recognizes that other departments or groups can assist in goal attainment; educates self on the functions and capabilities of other areas in the organization. - Determines those areas within one's own operation that might benefit from various partnerships within the public and private sector. - Supports staff in the development of partnerships with members in the professional community and other organizations.	- Consistently identifies and implements partnership opportunities which deliver successful win-win results to each party. - Actively seeks and pursues the building of strategic alliances with other organizations; invites members outside the organization to meetings and conferences. - Develops strategic relationships and overcomes difficult obstacles to develop relationships. - Develops new and unique partnerships, which will support the long-term goals of the organization; considers the long-term impact of the partnership beyond the immediate needs of either member.

BUILDING TRUST

Interacting with others in a way that gives them confidence in one's intentions and those of the organization.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Does not consistently follow through on commitments.	▪ Consistently follows through on commitments and promises.	▪ Acts with integrity and honesty in all actions; keeps promises and commitments, including unpopular or difficult ones.
▪ Often reluctant to disclose key information to others who could benefit from such information.	▪ Is open and honest in providing positive and negative information (as appropriate).	▪ Openly accepts responsibility for setbacks and less successful endeavors; discusses how to amend the situation in the future, including modification of own efforts or actions.
▪ Does not keep confidential or personal information to self; communicates inappropriate information (e.g., rumors, gossip).	▪ Is trustworthy with confidential information.	▪ Actively and consistently builds relationships of trust with peers, subordinates, and upper management.
▪ Sometimes resorts to use of reprisals with others when personal success is jeopardized.	▪ Demonstrates sensitivity to others' views and unique needs.	
▪ Does not treat others in a consistent and fair manner.	▪ Is open and honest with others, acknowledging when he/she does not immediately have the answers to a problem or situation.	
▪ Doesn't take personal responsibility and places blame when things go wrong.	▪ Acknowledges the contribution of others and gives credit where due.	

COMMUNICATION

Clearly conveying and receiving information and ideas through a variety of media to individuals or groups in a manner that engages the audience, helps them understand and retain the message, and permits response and feedback from the audience.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Often has difficulty in succinctly stating or writing key points regarding an issue or concern. ▪ Communications are one-way; fails to process or incorporate input, feedback and response of message recipient. ▪ Inappropriate tone or attitude in communications process. ▪ Communication is not clear or persuasive to the audience for which it is intended; relies on jargon or complex wording when inappropriate. ▪ Demonstrates a lack of sensitivity when communicating with others.	▪ Effective in both providing and receiving information and data. ▪ Communications are generally clear and easy to understand. ▪ Factors in the issues and capabilities of the audience in prospective communications. ▪ Accurately assesses who/which groups should receive message, and respects the existing chain of command. ▪ Organizes messages to include appropriate introduction, key content and summary.	▪ Consistently articulates, in verbal and written form, otherwise complex ideas in a concise and easy to understand manner. ▪ Highly persuasive in communications; presents ideas in a manner which actively engage the listener or reader. ▪ Highly effective in active listening; can accurately restate the sender's message in different words and terms while also considering the recipient's preferences and communication style. ▪ Skilled in public speaking with the ability to effectively address a variety of groups and situations.

CUSTOMER FOCUS

Making customers and their needs a primary focus of one's actions; developing and sustaining productive customer relationships.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
■ Fails to provide quality service to the customer; receives customer complaints. ■ Often fails to provide customer with essential and appropriate information in a timely fashion. ■ Uses or distorts existing (or absence of specific) rules or procedures to justify avoiding service to customer groups. ■ Inflexible or unwilling to take appropriate risks to meet the needs of the customer. ■ Does not recognize the Department's value of customer service.	■ Provides polite, accurate and timely information in response to customer requests; informs and educates customer regarding available alternatives where they exist. ■ Uses customer feedback to improve customer service. ■ Explains difficult information in a manner focused on the customer's perspective and level of knowledge. ■ Establishes positive relationships with customers. ■ Effectively managers customers when deadlines can not be met; provides alternatives to help them meet their needs. ■ Focuses on service and service quality within everyday activities and tasks. ■ Describes the services of the organization to other persons or departments and demonstrates how its services can support their needs.	■ Consistently exceeds customer expectations by anticipating needs and proactively making recommendations. ■ Actively seeks feedback from customers to identify ways to continuously improve customer service. ■ Establishes and nurtures collaborative, highly effective relationships and level of trust with most ongoing customers. ■ Works to eliminate organizational procedures or barriers that interfere with providing outstanding customer service.

DECISION MAKING

Identifying and understanding issues, problems, and opportunities; comparing data from different sources to draw conclusions; using effective approaches for choosing a course of action or developing appropriate solutions; taking action that is consistent with available facts, constraints, and probable consequences.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Decisions are not made based on logical thought and analysis. ▪ Sometimes fails to consider past/similar experiences or input of stakeholders in the decision making process. ▪ Makes decisions in a "vacuum" without gathering facts or utilizing others' expertise. ▪ Fails to thoroughly think through the outcome of a decision; does not make logical inferences about the situation and outcome. ▪ Quick to adopt a solution without evaluation of alternatives or potentially adverse consequences. ▪ Does not make decisions in a timely manner.	▪ Makes decisions based upon the application of available criteria to several viable alternatives. ▪ Analyzes factors which are relevant to the decision such as the current situation and the criticality of the decision and its impact, costs, resources, and stakeholders. ▪ Gathers information from a variety of sources prior to making a decision. ▪ Successfully conducts a cost/benefit analysis in the review of potential alternatives to a given decision. ▪ Clearly explains the rationale behind decisions that are made. ▪ Decisions are sound, logical, realistic, and exhibit prudent risk taking.	▪ Consistently demonstrates a pattern of quality decisions that reflect objective criteria and organizational needs. ▪ Systematically gathers quality research, and/or assembles key information which is not immediately available but is essential to effective decision making. ▪ Actively involves others in the decision making process; fully utilizes other's expertise and range of resources for developing the best solutions. ▪ Makes successful decisions within short time frames or crisis situations that demonstrate an intelligent rationale, experience and judgement. ▪ Convincingly explains and defends the short term and long term impact of otherwise unpopular decisions.

DELEGATING RESPONSIBILITY

Allocating decision-making authority and/or task responsibility to appropriate others to maximize the organization's and individual's effectiveness.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
• Approach is sometimes more abdication than delegation; provides limited or minimal guidance or support in the delegation of larger tasks. • Does not provide adequate information when delegating. • Micro-manages projects; subordinates primarily follow orders rather than utilize judgement and expertise. • Often fails to consider subordinates' other tasks and timetables in the delegation of new responsibilities and timelines. • Does not follow up on delegated work.	• Delegates projects or portions of projects to others to complete; explains expected results, monitors progress towards completion of the work. • Delegates effectively; team members understand their respective roles and how they work together for common objectives. • Consults with subordinates regarding their other projects to establish realistic timeframes for new assignment completion. • Assists subordinates in understanding the level of authority that accompanies a given responsibility that has been delegated to them. • Holds others accountable for their assignment results, whether they are positive or negative.	• Consistently assigns work and creates project roles that balance appropriate expertise with the opportunity for professional development among staff members. • During projects which are delegated to others, actively and continually provides constructive feedback and support as needed throughout the length of the entire project. • Consistently and effectively assigns and utilizes appropriate staff and resources to complete difficult projects successfully and within schedule. • Provides support and necessary expertise in large tasks that have been delegated; works to eliminate large barriers when they arise.

DEVELOPING A SUCCESSFUL TEAM

Using appropriate methods and a flexible interpersonal style to help develop a cohesive team; facilitating the completion of team goals.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Often fails to build consensus in team thoughts and actions; key objectives are not understood by or acted upon by team members. ▪ Does not allow full team involvement; team members may generate ideas but the leader makes all relevant decisions. ▪ Ignores dissention; doesn't attain full team participation; allows one or more team members to unduly influence others. ▪ Unable to diagnose concerns and apply corrective measures when team becomes sidetracked. ▪ Fails to provide the structure or support necessary for the team to function effectively; does not explain team goals and objectives and individual roles.	▪ Brings individuals together who effectively work towards solving a problem or goal. ▪ Addresses and mitigates diversionary influences from those whose interests may differ from the team's. ▪ Knowledgeable of team member's strengths and allocates tasks that they are most likely to perform successfully for the team. ▪ Establishes team objectives and defines deliverables. ▪ Monitors team progress towards goals and regularly provides feedback to the team regarding the progress. ▪ Works to resolve disagreements that may arise among team members.	▪ Builds a team committed to the common goal or vision; team solutions are of outstanding quality. ▪ Creates an environment where team members openly and visibly accept difference in approaches; values opinions of others and acts accordingly. ▪ Consistently establishes team objectives, defines deliverables, outlines boundaries, identifies possible resources and articulates team objectives relative to broader mission. ▪ Teaches/encourages trust and team member problem resolution. Assists team members to resolve differences/conflicts on their own. ▪ Leads by personal example – demands and demonstrates high levels of team commitment.

FACILITATING CHANGE

Encouraging others to seek opportunities for different and innovative approaches to addressing problems and opportunities, facilitating the implementation and acceptance of change within the workplace.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Fails to modify work practices and hold others accountable to changes that are adopted by the organization. ▪ Resists discussing changes or modifications proposed by others to improve work or change the organization. ▪ Does not take ownership of change; presents change as coming from an outside source. ▪ Does not seek information to understand what changes are occurring and how they will impact the job and the organization. ▪ Communicates change in a negative manner; discourages others from taking a new approach to work activities. ▪ Does not encourage staff members to support change initiatives; infrequently communicates change information to staff members.	▪ Acknowledges, explains and provides support for changes regardless of own preferences and priorities. ▪ Helps others maintain composure during changes. ▪ Actively considers and openly discusses changes or modifications that are proposed by others. ▪ Communicates organizational changes that are occurring to staff members; explains the purpose and benefit of the changes to others. ▪ Encourages others to critically examine current work problems and processes and to develop recommendations for changes.	▪ Fosters a cultural work environment of open and ongoing receptivity to change and constant improvement. ▪ Recognizes changing stakeholder needs and proactively implements changes in the organization that will support those needs. ▪ Embraces a leadership role in piloting and successfully implementing new approaches to achieve organizational goals. ▪ Effectively anticipates and facilitates change; shares the change with other parts of the organization and invites others to participate in the change process. ▪ Consistently monitors and incorporates external changes impacting own operations and practices; serves as an advocate for positively responding to incorporated changes. ▪ Acts to implement changes over the long-term until they are fully institutionalized; monitors the changes and rewards people assisting the change and effectively deals with those who do not support the change.

INNOVATION

Generating innovative solutions in work situations; trying different and novel ways to deal with work problems and opportunities.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Resists new and better ways of solving problems or completing tasks and relies upon existing procedures. ▪ Does not challenge the efficiency of processes or make recommendations for improvements. ▪ Discourages new ideas and approaches. ▪ Not usually able to produce fresh, relevant ideas in response to defined opportunities, problems, or situations.	▪ Considers external and non-conventional practices and approaches in the development of alternatives. ▪ Seeks and is open to new approaches and alternatives that meet organizational goals and objectives. ▪ Integrates existing effective approaches with less conventional approaches to improve efficiency or productivity. ▪ Is willing to take risks associated with new approaches. ▪ Supports continuous learning and keeping abreast of new developments that may impact the organization.	▪ Exhaustively researches outside information and resources in the development of unique solutions to emerging concerns. ▪ Effectively identifies and draws out new ideas and concepts from individuals who are otherwise less creative or reluctant to consider innovative ideas or approaches. ▪ Develops highly creative alternatives to problems that address the shortcomings of more apparent or conventional alternatives. ▪ Creates an atmosphere where innovation is championed, rewarded, and expected of each individual; encourages calculated risk taking by others. ▪ Actively seeks and applies new technology to improve processes and performance.

LEADING THROUGH VISION AND VALUES

Keeping the organization's vision and values at the forefront of associate decision making and action.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Unable to readily articulate vision and values, and how these impact various situations. ▪ Acts in a manner that is not consistent with the vision and values; criticizes or undermines vision and values. ▪ Attributes vision and values as not being relevant to the work group; does not show ownership and support for the vision and values (e.g., using language such as "they" suggesting that the vision and values are coming from the central office, or other managers). ▪ Does not demonstrate any relationship between the vision and values and decision making.	▪ Stays abreast of and discusses relevance of State's vision and values with staff as to various operational functions. ▪ Ensures that staff and other members understand the organization's vision and values; engages in discussion and communication around the vision and values. ▪ Ensures that broad efforts and directives within operations are in regular compliance with vision and values. ▪ Communicates the vision and values when engaging in activities outside of the organization. ▪ Ensures unit's goals and objectives are consistent with and are achieving the vision and values of the organization.	▪ Consistently and openly models and reflects the organization's visions and values in everyday activities and behaviors. ▪ Promotes staff understanding of the connection between vision and values and work assignments; translates the vision and values into planning and goals. ▪ Links new initiatives to the vision and values and shows how they support the vision and values. ▪ Assumes a leadership role in translating the organization's vision and values for employees, customers and other stakeholders; rewards employees whose actions support the vision and values. ▪ Challenges others to act consistently with the values; constantly reinforces the values in communications.

PLANNING AND ORGANIZING WORK

Establishing courses of action for self and others to ensure that work is completed efficiently.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Does not manage time well on everyday tasks; fails to plan and allocate time and resources appropriately. ▪ Often conducts tasks on a fragmented basis, restricting efficiencies that can result from a planned or integrated approach. ▪ Encounters an unusually high number of unexpected setbacks or restrictions that often delay project success or completion within projected timeframe. ▪ Has difficulty prioritizing actions; needs a great deal of direction around what to do and when. ▪ Produces work plans which are incomplete and unrealistic; major activities or steps are not included.	▪ Determines and prioritizes specific work tasks and available resources to ensure timely completion of most important work assignments. ▪ Develops action plans that save time and more effectively utilize existing staff and/or physical resources. ▪ Respects and factors own and others' existing projects into determination of realistic timeframes. ▪ Effectively prioritizes and re-organizes work activities as the situation or task requirements change. ▪ Can readily and accurately identify staff capabilities and availability/capacity in allocating resources for proposed assignment. ▪ Anticipates and plans for steps which will be necessary to complete the work; considers resources and possible obstacles.	▪ Attains consistent pattern of successful project completion utilizing minimal or optimal resources and within or ahead of established timeframes. ▪ Track record of integrated planning approach to operations, including sharing successful planning techniques with staff members and broader department operations. ▪ Develops comprehensive and accurate work plans; organizes staff and resources most efficiently to meet the objectives of the plan; plans are flexible to allow for contingencies and obstacles that may occur. ▪ Demonstrates excellent prioritization skills despite a high volume of work; constantly evaluates priorities in order to accomplish all work successfully.

STRATEGIC PLANNING

Obtaining information and identifying key issues and relationships relevant to achieving a long-range goal or vision; committing to a course of action to accomplish a long-range goal or vision after developing alternatives based on logical assumptions, facts, available resources, constraints, and organizational values.

Needs Improvement	Fully Competent/Meets Expectations	Highly Competent/Exceeds Expectations
▪ Unable to readily articulate how current goals contribute to the broader strategic direction of the organization. ▪ Conducts annual goal setting without full consideration of broader strategic objectives of the organization. ▪ Excessively focuses attention and resources on short-term needs while failing to prepare for long term needs and challenges to the department or organization. ▪ Does not consider future changes (e.g., business environment, regulatory, technological, people) that will impact the work group and organization.	▪ Gathers and organizes departmental information and prospective evaluation data relative to strategic objectives. ▪ Integrates annual goal setting with strategic directives; can explain and justify each goal's contribution to broader organizational strategy. ▪ Initiates summary updates to executive management regarding goal implementation, contribution to and implications for organization's strategic objectives. ▪ Understands the big picture of the organization and how the various units and departments are inter-related in order to support the achievement of the organizational objectives. ▪ Balances the need to meet short-term goals and objectives with the long term needs and strategies of the organization.	▪ Champions the organization's long-term goals and strategies; initiates programs and services in the unit that contribute to the organization's long-term strategy. ▪ Actively reviews department and individual goal attainment to ensure that they are supporting the strategic directives of the organization. ▪ Identifies where improvements are needed to meet long-term strategies and effectively and efficiently uses resources achieve the strategic goals. ▪ Considers the impact of future trends and external factors in strategic plans and initiatives. Continuously explores the external environment for future changes. ▪ Partners in the creation of organizational strategies (e.g., best practices).